

PARENTAL INVOLVEMENT AND EDUCATIONAL ASPIRATION AS CORRELATES OF ACADEMIC CHEATING AMONG SECONDARY SCHOOL STUDENTS

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Abstract: The study was conducted in keeping of view to determine how parental involvement (PI) and educational aspiration (EA) are related to the academic cheating of secondary school students. In this particular study, the method of descriptive survey was utilised. In order to obtain a representative sample of 600 students (300 boys and 300 girls) enrolled in the government secondary schools with rural and urban backgrounds, In order to collect the data, a stratified random sampling method was used. The Academic Cheating Scale (ACS-KK) by Kalia & Deep (2011), Parental Involvement Scale (PIS-CA) by Chauhan & Arora (2009), and Educational Aspiration Scale (EAS-SG) by Sharma & Gupta (2011) were the tools employed in the process of data collection. After data analysis, it was observed that academic cheating (AC) among secondary school students is significantly and negatively correlated with both parental involvement (PI) and educational aspiration (EA). The results of this study indicate that the higher the level of parental involvement (PI) and educational aspiration, the lower the level of academic cheating (AC) among secondary school students.

Keywords: Parental Involvement, Educational Aspiration, Academic Cheating, Secondary School Students

Introduction

Academic cheating behaviour is commonly observed among students at middle school, high school, college, and universities (Callahan, 2004). Academic cheating (AC) is serious and perilous to the education sector of almost all nations on the globe (Chala, 2021). Exam cheating, or copying answers and solutions from other students, is a major problem in today's schools (Wilkinson, 2009). Talking to another student or using study materials, notes, or devices not approved by the teacher are all examples of cheating on an academic exercise.

Academic Cheating

Davis et al. (2009) define academic cheating as “depriving another of something of value through trickery, defrauding, misleading, or fooling them.” Academic misconduct or academic cheating refers to any behaviour on the part of a student meant to deceive or trick an educator into thinking that the student's submitted content is the student's original invention. Academic cheating is when the academic work of others is presented by students as their own (Jensen et al., 2006; Rana & Ajmal, 2013). It includes a wide range of actions, such as asking other students for help on an exam, copying another student's work, working with others on a group project, or even sharing exam notes (Hughes & McCabe, 2006). It is considered academic cheating to falsify a grade, use unapproved study materials on a test, or pass off another student's work as their own. Any dishonest behaviour on

the part of a student, teacher, or administrator is also considered academic cheating (Sarita & Rajni, 2015). Merriam-Webster (1993) defined cheating as "the deprivation of something valuable through deception or fraud." Cheating in school is defined as "acting in a way that goes against the rules or procedures for completing course work and exams." (Cizek, 1999). Academic cheating is thought to be pervasive across all grade levels, with the practise typically beginning between the ages of 10 and 14 (Sarita & Rajni, 2015).

Academic cheating (AC) can be classified into four different categories, as per Anderman et al. (2009): sharing knowledge with others, using aids to help, taking advantage of others' weaknesses, and straight-up copying. Also, Cizek (2012) found that there are three types of cheating: sharing information with others, using resources that aren't allowed, and trying to avoid being tested.

While all forms of cheating—from working together on an assignment without permission to forging sources to using another student's notes or even copying from them during an exam—are unethical, not all forms are treated with the same severity (Maline & Maramark, 1993). Separations have also been made between immoral behaviour that benefits another student, also known as "passive cheating," and deceptive behaviour that enhances one's own grade, also known as "active cheating." (Calabrese & Cochran, 1990).

According to the results of numerous empirical studies, academic cheating has been identified as a critical issue in the field of education (Jensen et al., 2002; Grimes, 2004; Mint, 2004; Oskar & Lambrions, 2008; Daneil, 2009; Lee, 2009; Nath & Lovaglia, 2009; Setphen et al., 2009; Rana & Ajmal, 2013; Thonas et al., 2013; Berhan & Desalegn, 2014), and every level of society throughout the world has acknowledged that AC is an epidemic (Grimes, 2004). Anderman et al. (2009) found that over eighty percent of high-achieving middle school pupils and seventy-five percent of undergraduates admitted to cheating. McCabe et al. (2001) came to the conclusion that the percentage of students who cheat in academic settings has been rising steadily over the past 50 years. Seventy-five to ninety-eight percent of today's college students cheat in high school, up from about twenty percent in the 1940s (Jaffe, 2022). According to some research, as many as 80% of students have cheated academically in some way (Dejene, 2021). In a recent survey that students in India filled out themselves (Patnayakuni & Sundaram, 2021), 93.4% said they had cheated on their schoolwork.

Predictors of Academic Cheating

According to a national assessment by the CAI (Centre for Academic Integrity), high school pupils' main reason for cheating was "to achieve good grades" (McCabe et al., 2001). However, there is just a modest association between cheating and scores (Whitley & Keith-Spiegel, 2002; Finn & Frone, 2004). Nevertheless, there are plenty of poor-performing students who don't even cheat, as well as successful ones who do. Thus, there are additional motivations for cheating, such as fear of failure, high academic achievement, low morality, parental pressure, peer pressure, poor time management, emotional issues, laziness, problems in understanding issues, etc. (Maring et al., 2018; Miller et al., 2011; Henning et al., 2013a; Patnayakuni & Sundaram, 2021) (Figure 1). High academic achievement

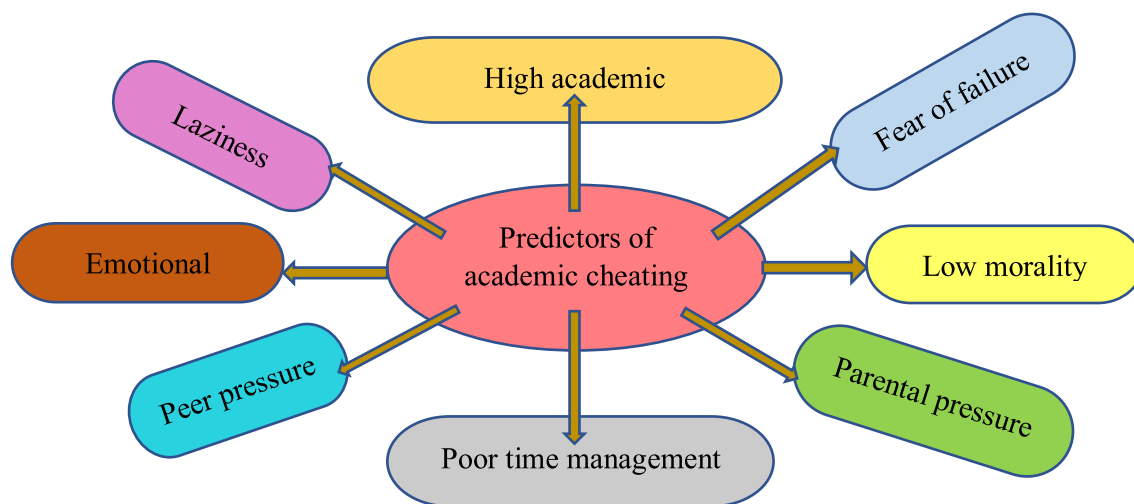


Figure 1: Predictors of academic cheating

There is a need to investigate what constitutes academic cheating and how it is interpreted because reports suggest that it occurs and should be handled. Because causes differ from one culture and location to another, it is crucial to examine causes that contribute to the persistence of academic cheating in educational settings like schools and universities (Magnus et al.; Patnayakuni & Sundaram, 2021).

Parental Involvement

Parental Involvement describes a situation in which parents actively participate in their children's education, participate in their children's learning both independently and in conjunction with the school and teachers, and carry out their parental responsibilities by doing everything within their power to support their children's learning. It's more than just parents asking how their kids are doing in school; it's also parents talking to their kids in a healthy way to build a real relationship that will allow for genuine praising, guiding, directing, and motivating (Clinton & Hattie, 2013; Ntekane, 2018).

In order to improve pupils' attitudes toward learning and academic success, parental involvement can have some positive influence (Alvaera, 2009). When parental involvement is not appropriately acknowledged, students often turn to academic cheating as a means of achieving academic success (Adebile & Omoluwa, 2013). In the study of Adebile & Omoluwa (2013), findings showed that parental permissiveness and poor control by teachers were the strongest predictors of students' cheating behaviours, with parental permissiveness and ineffective control by parents exhibiting a stronger correlation.

A study conducted by George (2020) revealed that parental pressure significantly influenced the academic cheating behaviour of undergraduate students. This study has shown that where parents threaten to withdraw sponsorship, students resort to unethical means to pass and obtain good grades. Students driven by a desire to achieve high scores despite learning are more prone to engage in cheating (Anderman et al., 1998; Whitley, 1998).

Educational Aspiration

Aspiration denotes yearning for and working toward a goal higher than oneself or one's current standing (Bashir & Bashir, 2016). It is a yearning for what someone has accomplished with growth as its goal (Hurlock, 1973). The main focus of EA is the desire to achieve the objectives or to be successful in particular academic subjects. It symbolises a person's goal or hope to obtain a high degree of education; an ideal plan (Reynolds & Pemberton, 2001; Trusty, 2002; Bohon et al., 2006). An individual's aspiration level is an important motivating factor in his/her career.

Objectives:

1. To determine the relationship between academic cheating (AC) and parental involvement (PI) among secondary school students.
2. To determine the relationship between academic cheating (AC) and educational aspiration (EA) among secondary school students.

Hypotheses:

1. There exists no significant relationship between academic cheating (AC) and parental involvement (PI) among secondary school students.
2. There exists no significant relationship between academic cheating (AC) and educational aspiration (EA) among secondary school students.

Research Methodology:

This study employed the descriptive survey method. The data was gathered using standardised tools.

Population:For this study, the target population was 9th and 10th grade school students in government schools affiliated with the Haryana Board of School Education, Bhiwani, Haryana.

Sample:For the present study, a sample of 600 students studying in IX and X grades was selected from 19 government secondary schools (9 urban and 10 rural schools) located across the six districts (selecting one district from each division) in Haryana state by using multi-stage stratified random sampling method. The students were selected according to gender and locality.

Tools And Statistical Techniques:

The researcher employed the following standardised tools for the current study:

1. Kalia & Deep's Academic Cheating Scale (ACS-KK), 2011.
2. Chauhan & Arora's The Parental Involvement Scale (PIS-CA), 2009.
3. Sharma & Gupta's Educational Aspiration Scale (EAS-SG), 2011.

The results of the survey were subjected to statistical analysis, which was carried out using the appropriate statistical methods. The mean, standard deviation, and Pearson's coefficient of correlation (r) were utilised in order to accomplish this goal.

Analysis Of The Data And Its Interpretation:

After the data was collected, it was organized, tabulated, and interpreted based on the goals that had been set.

Table 1. Relationship between Academic Cheating and Parental Involvement

Variables	N	Pearson's Correlation ' r '
Academic Cheating	600	-0.266**
Parental Involvement	600	

**** Correlation is significant at the 0.01 level-(2tailed).**

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In the pursual of table 1, the researcher applied Karl Pearson's product moment correlation to determine the possible relationship between the two variables, i.e., academic cheating (AC) and parental involvement (PI) of secondary school students. Table 1 shows that there was a statistically significant inverse relationship between academic cheating and parental involvement at a significant level of 0.01, with the resulting 'r' value being -0.266. Thus, the null hypothesis, “there exists no significant relationship between academic cheating (AC) and parental involvement (PI) among secondary school students,” is rejected. The result showed that the level of parental involvement in a student's academic life is negatively related to the likelihood that the student participates in academic cheating (figure 2).

Figure 2: Relationship between Academic Cheating and Parental Involvement

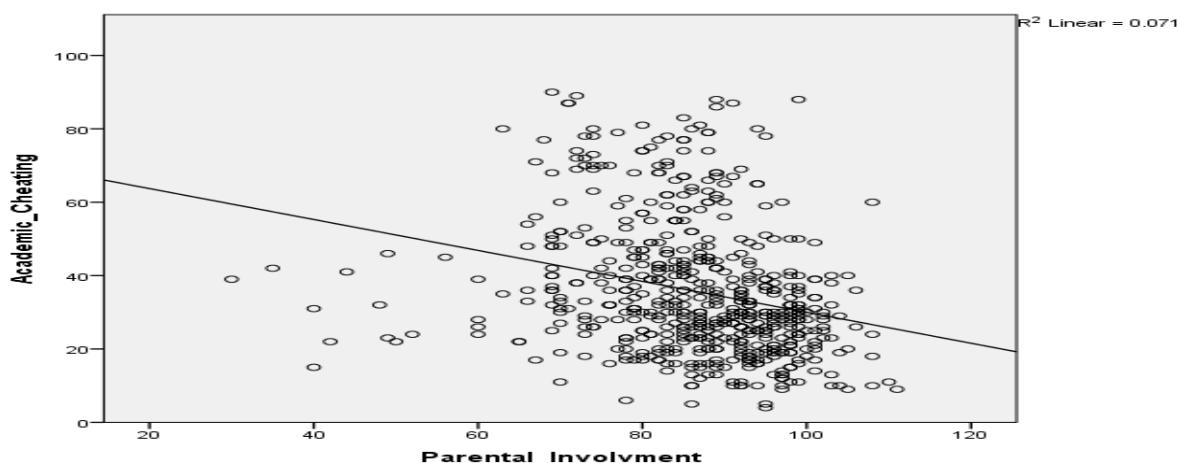


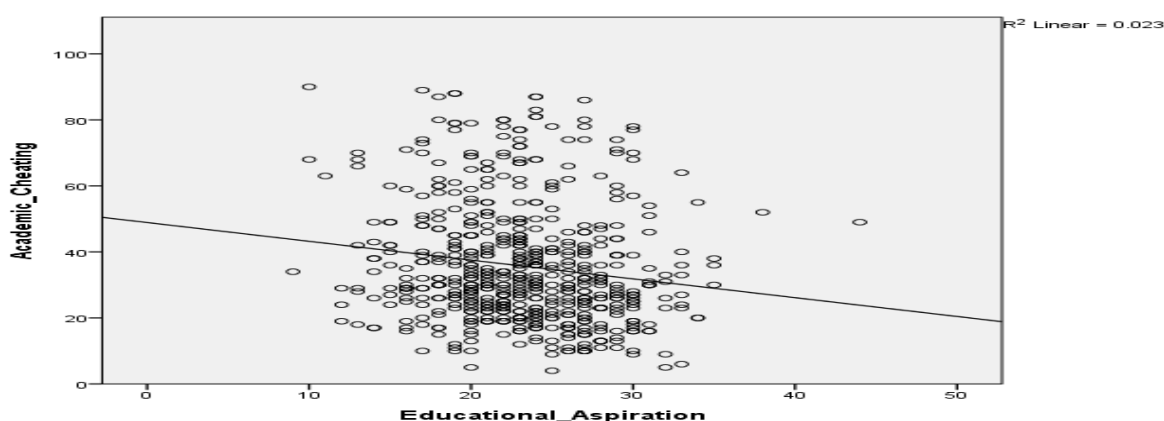
Table 2. Relationship between Academic Cheating and Educational Aspiration

Variables	N	Pearson's Correlation 'r'
Academic Cheating	600	-0.152**
Educational Aspiration	600	

****Correlation is significant at the 0.01 level (2-tailed).**

In table 2, researchers found that the Pearson's coefficient of correlation (r) between academic cheating and educational aspiration of secondary school students was -0.152. The preceding conclusion makes it clear that academic cheating has a significant and negative effect on the educational aspirations of secondary school students. Therefore, in the presence of the above results, the purposed hypothesis “there exists no significant relationship between academic cheating (AC) and educational aspiration (EA) among secondary school students” has been rejected. This showed that students with higher educational aspiration were less likely to cheat on their school work (Figure 3).

Figure 3: Relationship between Academic Cheating and Educational Aspiration



Discussion:

At every level of education, the problem of getting engaged in committed cheating in their academics is a well-known, persistent and severe problem, which is a difficult matter to deal with. In this study, the researchers found an inverse relationship between academic cheating (AC) and parental involvement (PI). It may be that high parental involvement may support the secondary students' needs in terms of moral, social, emotional, and educational aspects. Both Patrick et al. (2007) and He et al. (2015) found that parental involvement in their children's education was associated with positive outcomes for their children, such as improved knowledge, self-esteem, and motivation to succeed in school. Researchers Simons-Morton et al. (2008) found that delinquency and other forms of academic dishonesty go down when parents pay more attention to how their kids act. Increased parental involvement has been shown to reduce antisocial behaviour. Delinquency rates have been shown to decrease when parents are actively involved in their children's lives, have a strong voice in their education, and are aware of their children's whereabouts and activities. Parents who take an active involvement and monitor their children's activities effectively gain a better understanding of their children's actions and can provide more accurate feedback to teachers (Hayes et al., 2003; Laird et al., 2007).

In addition, the educational aspirations of students are inversely related to their likelihood of engaging in academic cheating, indicating that these students were able to demonstrate the ability to sustain good grades without resorting to cheating. These findings are consistent with previous studies showing a negative correlation between academic ability and cheating, with students who score lower on test scores reporting higher rates of cheating than those who score higher (Diekhoff et al., 1996; Genereux & McCleod, 1995; Anderman & Danner, 2008). In spite of this, there is evidence that suggests high-ability students are more likely to cheat when they are under stress (Stephens & Gehlbach, 2007; Whitley, 1998; Anderman & Danner, 2008).

Conclusion:

The issue of academic cheating (AC) in the classroom is one that must be confronted head-on if it is to be reduced. Although it may be impossible to completely eliminate academic cheating, it is possible to reduce it to a manageable level through consistent effort. The results of this study indicate that greater parental involvement (PI) and student aspiration in their education are associated with lower levels of academic cheating (AC). The risk that a student may cheat in class is increased by factors like low self-esteem, poor performance, and a feeling of alienation from both school and home.(Finn & Frone, 2004). Giving students more chances to succeed, giving those who are struggling in school praise for their efforts, and strengthening the strong bonds between children and their parents are all ways to encourage academic honesty.

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